

Midland Valley Preparatory School

2432 Jefferson Davis Highway
Graniteville, SC 29829

Grades	K-8 Elementary School	
Enrollment	178 Students	
Principal	Lilian Thomas-Wilson	803-594-1028
Superintendent	Dr. Linda B. Eldridge	803-641-2428
Board Chair	Dr. John B. Bradley	803-648-0901

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	42	39	3	0

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Below Average	Below Average	No
2006	Average	Average	Yes

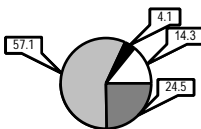
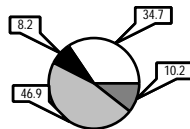
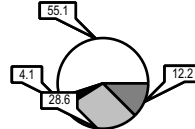
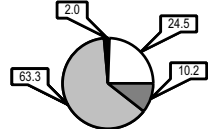
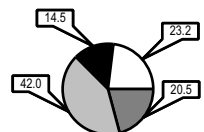
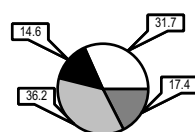
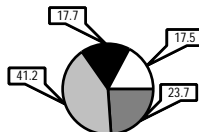
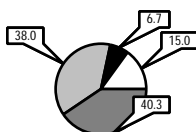
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

81.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	95	98.9	17.6	61.2	18.8	2.4	31.8	Yes	Yes
Gender									
Male	48	97.9	25.6	56.4	15.4	2.6	23.1	N/A	N/A
Female	47	100.0	10.9	65.2	21.7	2.2	39.1	N/A	N/A
Racial/Ethnic Group									
White	65	100.0	14.8	65.6	18.0	1.6	31.1	Yes	Yes
African American	25	96.0	26.3	47.4	21.1	5.3	31.6	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	87	98.9	12.8	64.1	20.5	2.6	34.6	N/A	N/A
Disabled	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	95	98.9	17.6	61.2	18.8	2.4	31.8	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	95	98.9	17.6	61.2	18.8	2.4	31.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	14	100.0	30.8	61.5	7.7	0.0	15.4	I/S	I/S
Full-pay meals	81	98.8	15.3	61.1	20.8	2.8	34.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	95	100.0	30.2	57.0	8.1	4.7	27.9	Yes	Yes
Gender									
Male	48	100.0	32.5	52.5	10.0	5.0	25.0	N/A	N/A
Female	47	100.0	28.3	60.9	6.5	4.3	30.4	N/A	N/A
Racial/Ethnic Group									
White	65	100.0	29.5	59.0	4.9	6.6	24.6	Yes	Yes
African American	25	100.0	40.0	45.0	15.0	0.0	40.0	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	87	100.0	25.3	60.8	8.9	5.1	30.4	N/A	N/A
Disabled	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	95	100.0	30.2	57.0	8.1	4.7	27.9	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	95	100.0	30.2	57.0	8.1	4.7	27.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	14	100.0	38.5	53.8	7.7	0.0	23.1	I/S	I/S
Full-pay meals	81	100.0	28.8	57.5	8.2	5.5	28.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	95	100.0	47.7	37.2	11.6	3.5	15.1
Gender							
Male	48	100.0	45.0	42.5	7.5	5.0	12.5
Female	47	100.0	50.0	32.6	15.2	2.2	17.4
Racial/Ethnic Group							
White	65	100.0	44.3	37.7	13.1	4.9	18.0
African American	25	100.0	55.0	35.0	10.0	0.0	10.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	87	100.0	46.8	36.7	12.7	3.8	16.5
Disabled	8	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	95	100.0	47.7	37.2	11.6	3.5	15.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	95	100.0	47.7	37.2	11.6	3.5	15.1
Socio-Economic Status							
Subsidized meals	14	100.0	46.2	30.8	15.4	7.7	23.1
Full-pay meals	81	100.0	47.9	38.4	11.0	2.7	13.7

Social Studies							
All Students	95	100.0	23.3	53.5	15.1	8.1	23.3
Gender							
Male	48	100.0	25.0	47.5	20.0	7.5	27.5
Female	47	100.0	21.7	58.7	10.9	8.7	19.6
Racial/Ethnic Group							
White	65	100.0	27.9	49.2	13.1	9.8	23.0
African American	25	100.0	10.0	75.0	15.0	0.0	15.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	87	100.0	20.3	54.4	16.5	8.9	25.3
Disabled	8	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	95	100.0	23.3	53.5	15.1	8.1	23.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	95	100.0	23.3	53.5	15.1	8.1	23.3
Socio-Economic Status							
Subsidized meals	14	100.0	30.8	53.8	7.7	7.7	15.4
Full-pay meals	81	100.0	21.9	53.4	16.4	8.2	24.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	<i>Grade</i>	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2005	3	17	100.0	20.0	40.0	33.3	6.7	40.0
	4	16	100.0	50.0	42.9	7.1	0.0	7.1
	5	22	95.5	52.6	31.6	15.8	0.0	15.8
	6	22	100.0	57.9	31.6	10.5	0.0	10.5
	7	20	100.0	60.0	40.0	0.0	0.0	0.0
	8	22	95.5	33.3	47.6	19.0	0.0	19.0
2006	3	16	100.0	6.7	33.3	46.7	13.3	60.0
	4	20	95.0	11.1	66.7	22.2	0.0	22.2
	5	16	100.0	20.0	73.3	6.7	0.0	6.7
	6	18	100.0	35.7	57.1	7.1	0.0	7.1
	7	12	100.0	16.7	66.7	16.7	0.0	16.7
	8	13	100.0	18.2	72.7	9.1	0.0	9.1
Mathematics								
2005	3	17	100.0	26.7	60.0	13.3	0.0	13.3
	4	16	100.0	57.1	35.7	7.1	0.0	7.1
	5	22	95.5	52.6	42.1	5.3	0.0	5.3
	6	22	100.0	36.8	42.1	15.8	5.3	21.1
	7	20	100.0	66.7	26.7	6.7	0.0	6.7
	8	22	100.0	36.4	50.0	9.1	4.5	13.6
2006	3	16	100.0	13.3	46.7	26.7	13.3	40.0
	4	20	100.0	36.8	47.4	5.3	10.5	15.8
	5	16	100.0	53.3	46.7	0.0	0.0	0.0
	6	18	100.0	35.7	57.1	7.1	0.0	7.1
	7	12	100.0	16.7	75.0	8.3	0.0	8.3
	8	13	100.0	18.2	81.8	0.0	0.0	0.0
Science								
2005	3	17	100.0	86.7	13.3	0.0	0.0	0.0
	4	16	100.0	57.1	28.6	7.1	7.1	14.3
	5	22	95.5	52.6	31.6	10.5	5.3	15.8
	6	22	100.0	57.9	21.1	10.5	10.5	21.1
	7	20	100.0	66.7	33.3	0.0	0.0	0.0
	8	22	100.0	40.9	45.5	4.5	9.1	13.6
2006	3	16	100.0	46.7	26.7	26.7	0.0	26.7
	4	20	100.0	47.4	36.8	10.5	5.3	15.8
	5	16	100.0	73.3	20.0	0.0	6.7	6.7
	6	18	100.0	57.1	35.7	0.0	7.1	7.1
	7	12	100.0	41.7	33.3	25.0	0.0	25.0
	8	13	100.0	9.1	81.8	9.1	0.0	9.1
Social Studies								
2005	3	17	100.0	33.3	60.0	6.7	0.0	6.7
	4	16	100.0	64.3	28.6	7.1	0.0	7.1
	5	22	95.5	52.6	15.8	15.8	15.8	31.6
	6	22	100.0	52.6	21.1	10.5	15.8	26.3
	7	20	100.0	46.7	40.0	6.7	6.7	13.3
	8	22	100.0	36.4	36.4	18.2	9.1	27.3
2006	3	16	100.0	13.3	73.3	13.3	0.0	13.3
	4	20	100.0	15.8	68.4	15.8	0.0	15.8
	5	16	100.0	46.7	46.7	0.0	6.7	6.7
	6	18	100.0	21.4	50.0	14.3	14.3	28.6
	7	12	100.0	33.3	25.0	25.0	16.7	41.7
	8	13	100.0	9.1	45.5	27.3	18.2	45.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 178)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	13.6%	Up from 6.5%	2.7%	2.8%
Attendance rate	96.1%	Down from 96.5%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 0.9%	0.2%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 3.4%	0.2%	0.0%
Eligible for gifted and talented	5.8%	Up from 0.0%	14.5%	10.4%
On academic plans	40.7%	N/AV	28.0%	33.6%
On academic probation	0.0%	N/AV	0.0%	1.0%
With disabilities other than speech	4.3%	Up from 3.3%	7.3%	7.5%
Older than usual for grade	10.6%	Up from 7.2%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.5%	0.0%	0.0%
Teachers (n= 13)				
Teachers with advanced degrees	N/A	N/A	55.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	17.1%	N/A	2.3%	2.4%
Teachers with emergency or provisional certificates	N/A	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.8%	87.3%
Teacher attendance rate	92.4%	Down from 97.4%	95.2%	94.9%
Average teacher salary	N/A	N/A	\$42,944	\$42,485
Prof. development days/teacher	11.3 days	Down from 14.8 days	12.5 days	13.3 days
School				
Principal's years at school	5.0	Up from 3.5	6.0	4.0
Student-teacher ratio in core subjects	11.5 to 1	Down from 16.1 to 1	19.4 to 1	18.6 to 1
Prime instructional time	84.0%	Down from 93.1%	90.3%	89.7%
Dollars spent per pupil*	\$6,773	Up 0.5%	\$6,096	\$6,557
Percent of expenditures for teacher salaries*	47.7%	Down from 58.8%	64.7%	64.0%
Percent of expenditures for instruction*	57.0%		69.0%	69.1%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	Up from Below Average	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	9.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Midland Valley Preparatory School is entering its fifth year as a K-8 Charter School in Aiken County. Smaller classrooms allow our teachers to provide more one-on-one assistance than in a typical traditional classroom. Our teachers annually attend the National Charter School and Core Knowledge Conferences (NAEYC) to strengthen their abilities to present our high functioning curriculum. Projects and various field trip experiences reinforce our mission of providing a hands-on learning environment.

As a public school of choice, our student body represents all five areas of Aiken County. This diversity is the driving force to maintaining our annual enrollment. Our students serve our community through numerous service projects and activities.

Our school has maintained a high attendance rate every year due to the students' willingness to attend school because of their close relationships with their peers and the staff of Midland Valley Preparatory School. Our students are our business and each student is treated as an individual with respect to his or her needs and academic goals.

This year our school was a driving force for improving the Charter School Movement in South Carolina. Through our efforts, the law was amended to increase funding and protect charter schools from unwarranted closure by district school boards. This new law will allow charter schools to focus on the students' achievements.

Throughout the year our students have been recognized both on the district and state levels for their writing, art, and character. Our middle school students continue to support our troops in Iraq through care packages and written correspondence. This work was highlighted through a slide presentation at our year-end performance held at the USC-Aiken Etherredge Center.

Lilian Thomas-Wilson, Administrator

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	13	15	28
Percent satisfied with learning environment	84.6%	71.4%	64.3%
Percent satisfied with social and physical environment	76.9%	100.0%	75.0%
Percent satisfied with school-home relations	83.3%	73.3%	71.4%

*Only students at the highest elementary school grade level at this school and their parents were included.